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ABSTRACT

This guidebook presents an overview of the Youth Advocacy Training Resource materials developed by the Teacher Corps to provide flexible training materials to assist Teacher Corps grantees to serve troubled youth. The primary target population for these materials are those Teacher Corps educational personnel who are concerned with the education of troubled youth in conventional, residential, and/or alternative secondary school settings. The first section contains an introduction to the materials, the background and purpose of their development, the contents of the other three volumes of training resource handbooks, identification of areas in which the resources will be helpful, and a description of the design of the materials. The second section deals with strategies for using the resource materials and training techniques for Teacher Corps leaders who will be presiding over Teacher Corps study groups. The final section provides general introductory information for readers who may not be familiar with the history and structure of the Teacher Corps Youth Advocacy Project. The legislative mandate is described and an introduction to the experience of participating in a Youth Advocacy Project is presented. A glossary of frequently used terms is included. (JD)

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TEACHER CORPS

YOUTH ADVOCACY TRAINING RESOURCE

Volume I
User's Guide

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Office of Education Research and Improvement
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was prepared for

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I. INTRODUCTION TO THE MATERIALS

A. Background

Since the beginning of this century, the role of youth in modern society has been a major social and educational concern. Due to improved technology, growing industrialization, and increased urbanization prior to World War I, youth were displaced from their traditional position within the American social and economic system. Among the varied responses to this displacement was increased control by schools over conventional activities of youth. This custodial trend, however, precipitated major concerns regarding the scope and design of formal schooling, differential responsibilities of the school and the family, and the source and delivery of appropriate educational responses to alleviate the displacement of youth from productive social roles.

Within the framework of these general problems associated with secondary schools, there are specific concerns related to the significantly increasing number of adolescents "whose learning difficulties are compounded by the significant personal problems they confront or pose to others: in the family, in their relationships to individuals or society, or in school" (Griffin, 1976). Known as "troubled youth" or "youth in conflict," these students are generally underserved by educational institutions. Given the growing number of incidents of violence, vandalism, and intimidation (Bayh, 1977; Glasser, 1978; NIE, 1978) coupled with increases in arrests and incarceration of youth, there is a need to develop training materials to assist educational personnel in refining theory and practice and in developing new approaches and strategies to improve their ability to respond to the needs of adolescents generally and troubled youth specifically. In keeping with the legislative intent of Teacher Corps, the materials contained herein attempt to address the four outcomes in the Regulations to assist personnel in all contexts which serve troubled youth in responding more effectively to their needs.

B. Purpose

The purpose of these materials is to provide flexible training materials to assist Teacher Corps grantees serving troubled youth. This training resource is designed to provide users with greater insignt of a theoretical, interdisciplinary, and practical nature into local project functioning. These materials can be used to assist local groups in the development of more effective strategies for school reform based upon the analysis of relationships between the application of resources and the achievement of project goals in educational settings serving adjudicated juveniles, delinquents or other adolescents with significant socio-personal problems.

These materials do not present a "how-to" formula but rather are intended to aid users in the examination of current practices and in the development of improved program operations through directed study of related theoretical concepts and operational models.

C. User Population

The primary target population for these materials are those Teacher Corps educational personnel who are concerned with the education of troubled youth in conventional, residential, and/or alternative secondary school settings. Other target populations include individuals and institutions involved in in-service education and policy-makers concerned with secondary school reform and/or troubled youth specifically.

The Youth Advocacy Training Resource was designed for use primarily as an in-service training tool. The underlying assumption is that users of these materials will already have had some experience working with troubled youth and are looking to expand their understandings of these students' particular educational needs.

Intended users include both experienced staff and comparative newcomers to the field of education for troubled youth. To address the varying levels of need of this group we have developed a package that presents

maximum flexibility of use. Also because of the broad nature of our audience a glossery of terms is included as an appendix to this Volume.

D. Contents

This training resource is our response to those needs identified by the Teacher Corps legislative mandate, by Teacher Corps managers at the national level, and by local project participants. They address critical issues in the planning and implementation of Teacher Corps Youth Advocacy Projects.

To facilitate professional development in the field of education of troubled youth, these materials present information of two kinds: 1) case studies of three Teacher Corps Youth Advocacy Projects which provide insight into the organization and activities of related projects, and 2) a review of current theoretical perspectives and applications for the education of troubled youth. This information is presented in Volumes III and IV respectively. A discussion of the major issues raised by those reports is provided in Volume II as a guide to users' examination and analysis in training.

Though Volumes III and IV can be used separately as informational references, the preferred method for using these materials is as a total package. This, Volume I, User's Guide provides background on the development of the materials and should aid trainers in their preparation and decisions on its most effective use.

This User's Guide provides both trainers and users with information and focus on the Youth Advocacy Training Resource. Since the audience for the materials includes a variety of personnel working in youth-serving contexts, the guide presents information at a general level for maximum flexibility of use. A history of Teacher Corps, its objectives and key features provides the background for guidelines on the use of the materials to help participants understand the relationship between what is happening in their own project and what is happening in the field.

The Youth Advocacy Training Resource does not describe the "best" way to realize a demonstration project. Rather, these materials are designed to allow participants in such projects, whose perspective on needs of personnel development is experienced, to be the guiding force in effective use. Therefore, the materials which comprise Volumes II, III, and IV are the foundation through which training can be individualized. The User's Guide is designed to help focus the individualization of training by describing different strategies for use and by directing the trainer in enhancing the opportunities for effective use of materials within a group setting.

The contents of this package are presented in four separately bound volumes:

- Volume I, User's Guide: presents background information on the design and development of the package and provides guidelines on its potential uses.

- Volume II, Analysis: presents an analysis of the relationships between the theories reviewed and the issues raised by these materials, and the practice of secondary school reform for troubled youth as it exists in Teacher Corps Youth Advocacy Projects. At the conclusion of the analysis of each issue area are a series of heuristic questions derived from issues related to the case studies and applicable to the Teacher Corps context for use in training. Also included in this Volume are two critical reviews written by experienced educators and practitioners which reflect their experiences in the field.

- Volume III, Case Studies: three case study investigations were conducted in the course of developing these materials. The purpose of the case reports is to present an ethnographic account of the experience of participating in three Teacher Corps Youth Advocacy Projects.

- Volume IV, A Review of Theory and Applications for the Education of Troubled Youth: contains a theoretically based discussion on the problems and approaches to the education of troubled youth. The bibliography may stimulate further in-depth investigation.

E. Identification of Need

Tried and true educational models for troubled youth do not exist. Teacher Corps Youth Advocacy Projects seek alternatives to the traditional modes of working with troubled youth in school settings which often rely on rejection mechanisms to remove troubled youth from the normal processes of education. Rather than accepting the educational process as part of a system which rejects troubled youth, the Youth Advocacy Projects try to work within the educational system in new ways which facilitate the retention and reintegration of troubled youth in school settings and prevention of further troubled behavior.

The Children's Defense Fund reported in Children Out of School in America (1974) that two million school-age children were not in school in the United States. Most of them were out, not by choice, but because they had been excluded or neglected by school officials. Far greater numbers of children are technically in school but benefit little or not at all. Sooner or later, they may become frustrated and drop out.

Teacher Corps Youth Advocacy Projects are concerned with keeping these youth in school by supporting efforts to enhance school climate, by encouraging new roles for youth in school governance, by educating the community about involvement in the educational process, and by training teachers to work with youth who have academic and social problems.

The projects are mandated to address the needs of those youth who are returning to the school from correctional facilities and community-based alternatives to corrections. This is accomplished through support for re-

integration of students, for useful systems for the transfer of records and knowledge between settings, and by integrated training of corrections and educational personnel.

Therefore, Youth Advocacy Projects must face unique issues which make them different from those projects following the basic Teacher Corps design. Chief among these is the need to work with the total environment toward changing the ways schools, community, community-based service organizations, and the juvenile justice system interact with these young people.

This indicates the continuing need to develop training materials to assist personnel in these groups in refining theory and practice and in developing new approaches and strategies to improve their ability to respond to the needs of adolescents generally and troubled youth specifically. Teacher Corps aims to attain greater levels of professionalism through improved training and cross-fertilization of ideas among projects. In support of these efforts, Teacher Corps has recognized, as one avenue, the value of a structured investigation of the relationship between current theoretical literature related to the education of troubled youth, both education-specific and interdisciplinary in nature, and the operational aspects of Youth Advocacy Projects in Teacher Corps.

However, any Teacher Corps-wide training materials must be flexible in design to accommodate these and other problem areas:

- The training target population is extremely scattered in every region of the country including both urban and rural communities;
- Each project is functionally independent (operating within Federal guidelines);
- It must address the needs of both the relative newcomer as well as the experienced educator;

- It must be flexible in order to meet the needs of a multi-disciplinary user audience;

- The materials must be presented in a format that is usable to both sophisticated as well as inexperienced trainers;

- It must be assumed that no other training resources are available, the materials must be an all-inclusive, self-contained package;

- The materials must be adaptable to varying scheduling constraints;

- The training materials must hold the interest of knowledgeable people and enlist their active participation.

F. Design Considerations

The primary design consideration in the development of the materials was to maximize their usability. Although the case study training approach is emphasized as the primary method for use of these materials, after discussions with many potential users both within and outside Teacher Corps it was realized that a number of alternative modes would be equally appropriate and would serve to further expand the potential user population.

These materials have been designed for use in as many different ways as there are needs. For example, they may be used as:

- a reference to theoretical and operational perspectives on the education of troubled youth

- a self-development resource

- a directed study program for use in structured training environments

- adjunctive materials to be incorporated into larger more comprehensive training programs.

The training materials are designed to aid users in the examination of current practices and in the development of improved program operations through directed study of related theoretical concepts and operational models. The case studies will help trainees learn for themselves by independent thinking and analysis of principles and ideas, cultivate skills in using knowledge and practical judgement, and develop situational insight by building on ones's own tested experience and that of others.

These training materials have been designed for ease of training delivery by trainers who possess varying degrees of training expertise and experience. The materials are directed toward use in in-service training of Youth Advocacy Project personnel serving at the secondary school level but are also flexible enough to be beneficial to other Teacher Corps-related participants as well. The materials allow for effective use with a minimum of required technical assistance from sources outside the local project.

The following sections detail the use of these materials in each of the major application modes identified.

II. STRATEGIES FOR USE

A. General

The flexibility of these materials is endless, limited only by the imagination and creativity of its users. The Youth Advocacy Training Resource can effectively be used repeatedly by the same group; as the experience level of trainees grows so will their depth of perception and understanding of the materials. The trainer may want to reuse these materials several times, changing the focus of the study at each offering. For example, initially it may be useful to emphasize the implications and significance of the theoretical materials (Volume IV). At a second session, the trainer may elect to emphasize analysis of the cases (Volume III) in relation to local project functions and operations -- how are we doing it and how have others approached similar problems; what can we learn from others and what have we learned that they hadn't at the time the site visits were made. Or, the package may be taken as a whole, having trainees analyze the cases provided in light of the theoretical and analytical materials presented, and then process their own experiences and insights using Volume II as an analytical guide.

Four specific strategies for use are presented herein:

- The case study approach to group training
- Use of the materials as a reference document
- Use as a self-study or directed study tool
- Use as adjunctive materials with other training materials and programs.

The following sections provide trainers with suggestions on the use of these materials. It is emphasized, however, that their use will be most

effective if the specific needs of the trainees, the objectives of the sponsoring organization, and the level of expertise of the trainer are considered in the planning stage. That is, use these materials in the way that you are most comfortable with and that most effectively addresses the needs of your trainees.

B. Case Study Training Guidelines

1. General. The case approach of training traditionally calls for 1) the distribution of the case(s) with supporting documentation, 2) independent individual consideration and analysis of the situation identified, followed by 3) a guided discussion of the issues. Depending on the knowledge and skill levels of the participants and their frame of reference (project environment, level of experience, position, etc.) the ensuing discussion may take one of several paths. For example, the participants may process the data in terms of related theory, or they may focus on the more practical issues in terms of their day-to-day project operations and problems, or they may relate to them on a more personal level allowing for personal growth and development. It is often up to the discussion leader/trainer to determine and direct the flow of the discussions.

Structured training experiences tend to generate and focus data toward particular learning, but the major skill in their use is in adapting them to the particular learning needs of the participants and assisting them in processing and integrating data that are generated by their use. In developing these training materials particular care was taken in providing for the development of an awareness of the users of the case study training processes of integrating conceptual models, facilitating individual and group analytical skills and emphasizing application of or transfer of learning to everyday situations.

2. Instructions to the Trainer.

a. Role. When conducting a case study training session, the trainer functions as a catalyst. Cases are assigned for advance study and then a

permissive environment is provided for group discussion. The trainer guides the learning-teaching process, and should not attempt to cover a subject by lecturing or providing answers: instead the trainer's role is to help trainees to discover for themselves the facts and ideas displayed in the case reports and supporting documentation which are most meaningful to them.

b. Process Overview. This training technique, as it is employed by these materials, consists of these steps:

1) Presenting factual material, as is provided in Volume IV: Review of Theory and Applications for the Education of Troubled Youth;

2) Presentation of the cases (Volume III);

3) Allowing for individual thinking, reflection and analysis of the case materials as they relate to theory;

4) Presentation of other relevant materials, such as the analysis of issues and critical reviews in Volume II; and

5) Conducting a group discussion incorporating the case situation, factual information presented previously, analytical position papers, personal experiences in related situations, and personal discoveries resulting from the exercise.

c. Preparation. In preparing to conduct a case study training session, the trainer must do a minimum of advance preparation. The single most improtant step in the planning process is to become thoroughly familiar with these materials: assess their appropriateness to your audience's training needs and objectives; summarize what you consider to be major issues of concern and interest to your trainee community. Following your thorough study of the materials, these steps are suggested in preparing to conduct the training session:

1) Specify learning objectives. Specific learning objectives must be determined prior to any other preparation or planning activities. The objectives should describe the minimum competency desired or required as an outcome of the training and should be consistent with the organization's purpose.

By specifying the objectives of the training the trainer can then be guided in the preparation of the learning activities. Each objective should describe what the participant is expected to be able to do as a result of the learning activities. They may address one or all three major types of learning: knowledge, skill, or attitude. An example of each type might be:

Knowledge:
After thoroughly studying the materials contained in Volume IV, the student will demonstrate knowledge of the two major theoretical perspectives presented by defining each and describing the specific characteristics inherent in each. This will be done to the satisfaction of the trainer without reference to the materials.

Skill:
After studying Volumes III and IV, the student will demonstrate skill in analyzing the relationship between the theoretical perspectives presented in Volume IV and the operational aspects of Teacher Corps Youth Advocacy Projects as reported in Volume III by describing how each theory is being applied in the project. In doing this the student may refer to anything in the materials.

Attitude:
After participating in the training program, the student will demonstrate attitide toward it by the changes (or lack of change) in his/her approach to troubled youth.

Objectives are written based on an understanding of learning needs and, in an in-service environment, are often discussed with and confirmed by the trainees. They can then be used to keep the training on track and will be the primary focus of any evaluation efforts the trainer deems necessary or appropriate at the conclusion of the session.

2) Define Focus. Based on the learning objectives, the intended focus of the session must be identified. These materials offer a wealth and wide range of possible areas for examination and consideration. To begin, the trainer may consider one or more of the issue areas presented by the discussion questions in Volume II following the Analysis. Additional discussion points or questions may be developed by the trainer which would serve to further focus the discussion on pertinent local problems or issues, or specific training needs.

3) Identify Participants. The third step in planning the session is to identify appropriate participants. Consider inclusion of people who represent a range of positions, perspectives, and experience. Because the nature of case study training relies heavily on group discussion, it is recommended that each training group consist of between eight to twelve people. This is a manageable size for directing discussion yet is large enough so that a variety of perspectives can be represented.

4) Schedule. The fourth step is the actual scheduling of the training session. The session should be scheduled as far in advance as is practical to allow sufficient time for advance distribution of course materials and participant preparation. An effective and meaningful training session relies on maximum participant involvement; to promote active participation all trainees must be provided ample preparation

time and be alerted to their expected role at the meeting. In scheduling your use of time during the session allow sufficient time to cover each discussion topic or issue.

5) Facilities. Once the date and time of the training session has been determined, arrangements must be made for the training facility. To promote active intra-group communications, it is recommended that a relaxed environment be established. Seating should be circular or around a large table such that everyone can see each other without having to turn around as in a structured classroom setting. The purpose here is to encourage trainees to discuss issues and ideas among themselves rather than having discussions directed to the leader or trainer. It is also often useful to have a chalkboard available for recording significant points of discussion or as an aid in explaining complex conceptual points.

6) Notification. Since the materials provided in this Training Resource are comprehensive and cannot adequately be addressed in a single training session, trainees should be informed of the intended focus of the scheduled session. They can then review the materials with that focus in mind and be better prepared to discuss them at the meeting. The training announcement should include:

- Purpose of the session
- Types of participants invited
- Identification of the trainer
- Date, time, and place of the training session
- Advance preparation requirements
- Copies of all advance readings
- Contact point for questions, information, etc.

d. Conduct of the Session. The trainer should introduce the session by reviewing the purpose of the training: What is the objective, expected outcomes, and training technique to be used? Have each participant introduce themselves to the group (by having self introductions you are succeeding in letting each person display their personality and are helping the trainees become accustomed to speaking to the group).

In introducing the case study technique and group discussion you may wish to read the following statement on discussion ground rules:

> Free discussion among all participants in this group is an essential part of the training process. We can all learn from one another. Here are some of the ground rules. During the discussion periods, the responsibilities of the leader(s) are: (1) to start the discussion by posing a question to be discussed, (2) to keep the discussion on track, (3) to give everyone an opportunity to speak, and (4) to summarize when the course of the discussion has reached a conclusion. The discussion leader(s) will refrain from offering commentary on the discussion until the group has resolved the issue. If the group's conclusions are in opposition to established policy, we will discuss that afterwards as a separate issue.
>
> It is your responsibility to: (1) offer ideas in fair exchange with your colleagues, (2) consider all serious ideas, and (3) give everyone a fair chance to participate. You do not have to wait for the leader(s) to recognize you before speaking, subject, of course, to the common rules of courtesy. Instead, talk directly to one another in trying to solve the problems put before you. This training session is an important interchange of ideas about our work. Comments seriously intended to help with that analysis are not going to be penalized by the program leadership. You are encouraged to say what you want to say without regard for your normal role.

Leading Discussion Groups. Dominant ideas about instructional methods have changed drastically in recent years from the older conventional idea of the all-knowing teacher who entered the classroom equipped with the "truth" to impart to students in a lecture. Most trainers today believe that teachers talk too much--a fundamental error. Evidence from extensive research has

piled up over the past couple of decades which clearly demonstrates that adults learn best through participation. We have learned that what people hear, they easily forget (or they never really "hear" as concentration wanes). What people see or read fares a little better, but what people do stays with them. The key to good instruction is to get trainees involved.

Consequently, over the past 30 years, trainers have experimented increasingly with techniques to get people involved, to move them to participate actively in the learning process. Trainers today talk about "learner centered education" (as distinct from "teacher centered") and "learning experiences" rather than "teaching points," and so on. Many specific techniques have been successfully developed to ensure participation in "learning experiences," however, effective discussion leading is a central skill in all of them.

Respect for the many values inherent in good group discussion commences with the recognition that all staff working in the project have a unique set of experiences with troubled youth from which everyone can profit. The good discussion leader starts with the position that his/her own learning is limited and that everyone else's is as well. The good discussion leader respects the knowledge and skill of others, and welcomes disagreement. For out of the fires of controversy can come a new awareness of the value of truth and the probable direction to go to find it. Good group discussion has been described as well-managed disagreement.

A description of such a discussion of the kind we hope will be inspired by these materials might well proceed something like this:

1. The discussion leader talks for a few minutes to describe the subject and identify objectives. He/she concludes by asking a question relevant to that subject. He/she does not direct the question to anyone in particular, but lays it on the table for all to consider.

2. After an initial pause, one participant picks up the question and makes a comment. Since there was some ambiguity in the statement,

the discussion leader asks for some clarification, which results in a longer statement from the original speaker.

3. At this point a third person adds a comment to clarify the first statement. This exercises still a fourth participant who breaks in with a disagreement with what the first participant said.

4. Having gotten the discussion started, the discussion leader sits back and follows the flow of the talk to make sure that it stays on the track. The discussion leader may take a note or two while the discussion moves along, may interject with a question to clarify or direct the discussion, but the leader does not insist on being the center of the discussion.

5. As soon as the leader believes that the goal of the first question has been worked out, the discussion leader intervenes to make a summary of the discussion and tries to state the point reached.

6. Moving on to the next subject, the discussion leader makes a new statement about a new topic, and ends with a question...and so, on it goes throughout the meeting. This organizing process is the foundation of many exciting learning sessions.

Under the guidance of a good discussion leader with the help of knowledgeable and articulate participants, discussion groups can cover a lot of ground quickly, for it all seems to flow smoothly. However, that movement does not simply happen. The leader has been using good technique, and here are a few tips to help the leader to develop good discussion:

1. Formulate questions carefully. Suggested introductory questions are provided in Volume II, these should help in getting discussion started. After that, the leader must develop his/her own probes to keep the discussion moving, to keep disorder from breaking out, to clarify points being made, to provoke, and to sharpen distinctions, and so on. The good discussion leader avoids frivolous questions which lead to an answer obvious to

both trainees and the leader, or questions which would serve to embarrass the participants by showing their ignorance or error.

2. Do not compete with participants. In modern discussion leading the "leader" is now being called a "facilitator." The facilitator focuses, supports, integrates, and clarifies discussion by others. The discussion leader has authority in the group. When he or she injects opinions at crucial moments in any discussion, it will tend invariably to stifle participation. This is especially true when the discussion leader is the boss outside the training room as well. Of course, the leader may well wish to contribute, especially when a supervisor wishes to clear up a policy point that has been raised during the discussion. We suggest that the discussion leader reserve comment as long as possible during the discussion to ensure that the group has found its answer to a problem. After making the summary of the group's answer, the leader may then state his or her own resolution, consciously and publicly stating it as a supervisory declaration of policy or opinion for guidance. The participants will respect these distinctions and probably will not reduce their own participation as a result.

3. Listen carefully to what participants say. When the leader changes the wording of statements by participants, they are commenting themselves. Participants don't miss this, and they may react by refusing to participate fully in the future. If the leader must get a change in a statement, ask permission from the person who made the original offer. Another reason for listening carefully is to make accurate summaries of the group's resolution of the problem.

4. Maintain the integrity and equal position of each participant. There are always personalities, some people will try to put down others during the course of any discussion, everyone from time to time will say things badly or will prove to be wrong in the course of a free discussion. The discussion leader must make sure that no one suffers some kind of group-imposed penalty for participation. That would kill discussion quickly. Try to use every participant but do not try to equalize discussion completely. Some people, inevitably, even in a group of talkative educators, will talk more than others.

5. Keep the energy levels high. Show your own interest in the outcome of the discussion as well as its process. This doesn't mean that the leader must fill every silence, for sometimes people have to be given time to think. Hopefully, the problems we have posed are important and serious ones. Answers may not come immediately. On the other hand, don't let the discussion drag. When the group seems to have reached some kind of resolution, come in with the summary and then pose a new question. Humor, friendly challenge, and surprise all work to maintain an interesting pace in the discussion.

6. Some types of questions for probes and other uses.

- Exploratory: "Who has experience with that...?"
- Informational: "Who knows how much...?"
- Opinion seeking: "Does everybody agree?" or "Does anybody disagree?" This is a most useful probe. It is especially helpful when someone has said something that you, as discussion leader, cannot allow to stand because it is wrong or contrary to policy. Instead of simply contradicting the participant (which would tend to deaden future discussion), ask this question. Almost certainly someone will disagree, and the leader will accomplish his or her purpose.
- Clarification: "Did I understand you when you said...?"
- Directive: "Are you ready to move on to another point...?"
- Provocative: "Didn't that last comment contradict what we just said a minute ago?" "Isn't the discussion sort of one-sided? What's the other point of view?"
- Evaluating: "What do we like most about this idea?"

- Choosing: "Are we ready to come to a decision?"

- Summary: "In brief, what have we been saying?"

After a little experience, each discussion leader develops a style suitable to his or her own personality and appropriate questions will easily develop.

C. Other Training Strategies

1. The Youth Advocacy Training Resource as a Reference. Discussion with various Teacher Corps Youth Advocacy project personnel have revealed the fact that, in many cases, not all involved personnel are aware of the extent to which the issues and problems of educating troubled youth have been researched and documented. Consideration of this body of literature can be extremely beneficial not only to program developers and administrators but also to those people personally working with this population on a day-to-day basis.

The literature review provided in Volume IV of this package presents the range of theoretical perspectives on the problems, describes research efforts designed in response to existing theories and issues.

This collection of perspectives can serve as an introduction to this aspect of educational study and can be equally valuable to experienced personnel as a refresher or update; it can also serve as a springboard to further inquiry and analytical study.

2. The Youth Advocacy Training Resource as a Self-Study or Directed Study Tool. Case study training is most effective when used as a group learning technique because it allows the sharing of ideas and perspectives and mutual exploration of issues; however, it is not always convenient or appropriate to convene a group for coordinated study. These materials are designed to be equally appropriate when used for individual or self-study.

The process to be followed in pursuing a self-study course using these materials is essentially the same as if used with a group, with the exception of the discussion activity:

1. Read Volume IV: A Review of Theory and Applications for the Education of Troubled Youth;

2. Read the critical reviews of the literature in Volume II;

3. Read the Case Studies in Volume III;

4. Read the Analysis (Volume II). Study the questions presented at the conclusion of each section. Critically analyze the issues raised by the questions taking into consideration all that you have read thus far and, based on the readings and your personal experiences and insights, draw your own conclusions on each issue.

3. <u>The Youth Advocacy Training Resource as an Adjunct to Other Training Materials and Programs</u>. These materials are designed in such a way that they may be taken as a whole or in part and used with other youth advocacy training materials or as a section of an established training program. For example:

- The review of the literature (Volume IV) may be used alone as the basis for a separate course; or, it can be presented as reference material at some previously designed training program.

- The Case Studies (Volume III) can be used by Youth Advocacy Project staff in assessing their own operations by examining the problems and solutions and structures of other similar programs. The study of alternative programmatic approaches can also involve site visits to other programs for further research and inquiry.

Additional learning activities may be developed by local trainers to augment group discussion. For example, the use of brainstorming and role plays may be effective in demonstrating alternative perspectives on the issues presented. Be creative in the use of these materials, staff training should be both instructive and fun!

III. THE YOUTH ADVOCACY EXPERIENCE

A. Introduction

This section provides general introductory information for readers who may not be familiar with the history and structure of the Teacher Corps Youth Advocacy Program. The legislative mandate is described and an informal introduction to the experience of participating in a Youth Advocacy Project is presented.

B. The Teacher Corps Mandate

The Teacher Corps Program is authorized under Title V of the Higher Education Act of 1965 as amended in 1976 (P.L. 94-482). Title V, Part A, Subpart 1 deals specifically with Teacher Corps. The specific purpose of the Teacher Corps Program is "...to strengthen the educational opportunities available to children in schools having concentrations of low-income families and to encourage colleges and universities to broaden their programs of teacher preparation and to encourage institutions of higher education and local educational agencies to improve programs of training and retraining for educational personnel by:

- Attracting and training qualified teachers who will be made available to local educational agencies for teaching in such areas;

- Attracting and training inexperienced teacher-interns who will be made available for teaching and in-service training;

- Attracting volunteers to serve as part-time tutors or full-time instructional assistants in programs carried out by local educational agencies and institutions of high education serving such areas;

- Attracting and training educational personnel to provide relevant remedial, basic, and secondary educational training, including literacy and communication skills for juvenile delinquents, youth offenders, and adult criminal offenders; and

- Supporting demonstration projects for retaining experienced teachers and teacher aides serving in local educational agencies." (Title V, Part A.)

In 1970 amendments to the Teacher Corps legislation made it possible for Teacher Corps grantees to incorporate populations with special needs into their programs, such as juvenile delinquents and adult criminal offenders. A concern that including adult criminal offenders was subtracting from the effort which could be directed at troubled youth in schools led to a redefinition of emphasis in 1975 and 1976 from what were known as corrections projects to Youth Advocacy projects. This coincided with amendments directing funding toward inservice delivery.

There are presently ten Youth Advocacy Projects in Teacher Corps. In these projects, monies are shared by a Local Education Agency, an Institution of Higher Education, a Community Council, and either a correctional facility, an alternative educational program, or a community-based treatment facility for troubled youth.

The most recent Teacher Corps Rules and Regulations, published in the Federal Register on February 23, 1978, mandate four outcomes and several key program features. The outcomes stated in these Rules and Regulations are:

- Improved school climate which fosters the learning of children from low income families.

- An improved educational personnel development system for persons who serve or who are preparing to serve in schools for children of low income families.

- The continuation of educational improvements (including products, processes, and practices) made as a result of the project, after Federal funding ends.

- The adoption or adaptation of those educational improvements by other educational agencies and institutions.

The key program features stated in these Rules and Regulations include:

- Multi-Cultural Education

- Diagnostic/Prescriptive Teaching

- Integrated Pre- and In-Service Training Designs

- Community-Based Education

- An Elected Community Council

- A Representative Policy Board

- A collaborative mode of operation involving the association institutions, communities and other vested-interest groups.

While Teacher Corps projects have always been concerned with training teachers to enhance educational opportunities for youth, the Youth Advocacy Projects have special concerns. A Youth Advocacy Project is charged with attracting and training personnel who will provide remedial, basic secondary education training to juvenile delinquents or youth offenders. In addition, it is to be the vehicle for informing teachers about factors related to delinquents or youth offenders. In addition, it is to be the vehicle for informing teachers about factors related to delinquency and the role of law enforcement in low income neighborhoods. The projects provide a forum where teachers can examine their values on delinquency and teaching styles. The projects look to education in school as a

response to troubled behavior and consider alternatives needed by troubled youth to conventional educational contexts. The projects stimulate and support the education of the community about troubled youth and advocate the community's involvement in the educational process (Marler, 1980).

C. Management

In a Youth Advocacy Project, the project staff works together to coordinate sites, to document and evaluate program components, to plan dissemination efforts and to coordinate annual efforts to write continuation proposals. The project staff typically consists of:

- Director
- Site Coordinator
- Program Coordinator or Project Manager
- Community Coordinator
- Team Leader and interns
- Documentor and Evaluator.

Each staff member has specific areas of responsibility. This permits the Director to administer the project, to be involved in external public relations activities, and to attend Teacher Corps conferences for professional and project development. The staff also have opportunities to present project accomplishments and to participate in personnel development activities, both within the project and at Teacher Corps sponsored conferences.

Directors have different styles of managing the projects. Some leave the management of internal activities in particular areas to their staff and do not attend meetings or make frequent site visits. Others delegate responsibility, but keep in close contact with site personnel and interns. Others take the lion's share of responsibility for staff decisions and negotiate directly with site personnel from the LEA and IHE and with the interns.

Projects Directors represent different backgrounds and levels of experience in Teacher Corps. Among the three Directors whose projects were visited for this study, two have been Directors in previous cycles of Youth Advocacy Projects. The Directors have been organized as a group and meeting for the past three years in a support organization called the Youth Advocacy Loop. The Loop has served as a means of communication for the Directors as well as an organization for development of training materials for dissemination within the Youth Advocacy Projects in general. Two task forces were responsible for organizing, planning, and implementing the Networking Teleconference in which the collaboration of youth-serving institutions was discussed and promoted, and in developing monographs on training for personnel who work with troubled youth and new possibilities for youth involvement and governance in schools.

D. Program Emphasis

The primary program emphasis of Youth Advocacy Projects is on inservice training delivery to education, law enforcement, and social service personnel already in place in the systems which respond to troubled youth. The five-year program provides one year for planning, two years for implementation, and two final years to emphasize adaptation and adoption and institutionalization of project efforts.

The sites which agree to participate as part of a project identify areas of development through needs assessment instruments during the planning year. These needs vary from diagnostic/prescriptive teaching techniques to behavior and classroom management skills, counseling skills, and technical assistance in developing programs in areas such as drug and alcohol awareness and gifted and talented curriculum. The project makes it possible for teachers and other personnel to meet these needs by coordinating the delivery of services provided by the IHE and by community agencies. At the same time, since a feature of these projects is an integrated pre- and inservice design for training, when possible the student interns participate in the same courses offered at the project sites. This depends on the intern's area of concentration and the relevance of the field-based course.

The objective of the process of conducting needs assessments is based on the principle that Local Education Agencies should have a say in the use of the Federal money which is being provided through the project. The problems inherent in this system concern both the use of the planning year and the relationship of the needs identified to the outcomes of a Youth Advocacy Project.

The planning year is viewed by some teachers as too lengthy. It has been reported that the teachers expect immediate follow-through by the project once the needs have been identified. The needs meanwhile do not always coincide with the goals of a Youth Advocacy Project. They do not always address the changes in knowledge and participation which are required in a school in order to improve school climate, improve school relationships to the juvenile justice system or to social service agencies which respond to troubled youth: for example, a school's desire to establish a gifted and talented program. When this happens the project tries to find a way to introduce a course, provide a workshop, or work with cultural group representatives in order to bring awareness to sites and their communities of the need to be concerned with these issues.

E. Focus

It is during the planning year that the focus of the project emerges. Although directors may intend to follow a particular program, it is through the process of learning what will be effective for the sites and the community which will be served that a focus takes shape. Some Youth Advocacy Projects try to make changes in the knowledge and participation of personnel in their sites; others try to change systems which are in place, such as decision-making systems and transfer of information systems between juvenile justice, school, and social service agency personnel.

The nature of the community is critically important in defining the project focus. An urban community with a multicultural base is concerned with lack of funds, school closings, and opportunities for youth employment and participation. A rural community is concerned with distribution of

resources, delivery of services over a wide area, attitudes toward school and work, and follow-through of services for youth who are sent to a central correctional facility. These issues come into play when planning for institutionalization and adaptation of project products.

F. Advisory and Governance Groups

The Youth Advocacy Projects, as all Teacher Corps Projects, are required to be governed by a Policy Board and advised by a Community Council. Both of these are components of the project along with the IHE and the LEA. All of these groups have institutional parity. All are involved in decision-making for the project.

The Policy Board of a Youth Advocacy Project includes members who are representative of the collaborating institutions. Therefore the Dean of the College of Education of the grantee IHE, the Superintendent of the LEA, and the Superintendent of the Correctional Facility are required members. In addition, representatives from the LEA, the Chairperson from the Community Council, and a representative from the SEA may be voting members. Adjunct members include the Director of the project and staff and other members of vested interest groups in the community. The Policy Board makes decisions about project operations and supervises these operations.

The Community Council is a body of representatives from community organizations, the LEA, correctional facility or alternative educational program for delinquent youth, parents of youth served by these special sites, and youth themselves. The Council meets to identify needs in the community and formulate a plan to develop and institutionalize means to meet these needs, such as programs for tutoring, surveys of youth, or studies of drop-outs. The members are elected in a community-wide election.

Some projects had hired consultants who are knowledgeable about community participation organizations or engaged the services of project staff or personnel in the IHE faculty to assist the Community Council in its development as an action group.

Some Councils are also assisted by a Community Resource (or Services) Coordinator. Usually an experienced community volunteer, this person may be headquartered full-time at the project's offices or part-time there and at an office in the community where there is direct access to community members interested in the project. The experience of the Community Services Coordinator is put into use in the coordination of Council elections, in the contacting of community organizations for identification of assistance and community needs, and for identifying possibilities for interns to provide community-based education and service.

G. Sites

Youth Advocacy Projects are unique in their constituency. Required by the Rules and Regulations to incorporate either a detention facility, an incarceratory institution, a public or private non-profit alternative school for delinquent youth, or special center within a public school, which services the needs of juvenile delinquents. This is in addition to the LEA, the IHE, and the Community Council which form the components of the project. If the participating institution is a correctional facility, the project may serve the educational program or school at this facility, in addition to a junior or senior high school or both of the LEA.

H. Interns and Team Leader

The Team Leader works with the interns as an advocate. This responsibility includes supervision of their teaching, supervision of their observation activities, direction of their orientation to the community, and negotiation with site personnel. The Team Leader is generally an experienced teacher from the LEA which is an asset in terms of acceptance, regard, and willingness of site personnel to work with him/her. Though considered a member of the project staff, the Team Leader is hired by the LEA.

The Team Leader works closely with the personnel at the LEA but also is involved in helping the interns schedule appropriate education courses

to complete their graduate degrees. In some projects a member of the IHE faculty coordinates interns' courses, in others, the Team Leader actively participates in this function.

The four interns in each of the three projects which were visited for this study have different backgrounds and different levels of experience. Teacher-interns in Youth Advocacy Projects are chosen according to local project criteria as well as by regulations which call for a bachelors degree or its equivalent with or without a teaching certificate, and no full-time paid teaching experience.

This variety in background indicates the type of supervisory experience interns in different projects have with the Team Leader. Those interns working towards a teaching certificate have more or less traditional supervision. Others negotiate the nature of the supervision with the Team Leader. Still others are participating in a study of supervision models. All the interns are working towards a masters degree in education, with different areas of specialization.

Teacher-interns participate in instructional activities and observations at all project sites. In addition they serve the community in capacities determined through agreement with the project staff, the schools, and the Community Council.

I. Implications for Design and Use of the Training Resource

All Teacher Corps projects are funded through competitive grants to achieve the legislated purpose and the four outcomes using the means specified in the Rules and Regulations and the strategies determined by the project. In general terms, the study and training questions for this analysis of Teacher Corps focus upon the relationships noted in the field between (1) the implementation of the key features as stated in the Rules and Regulations; (2) the achievement of the four outcomes stated in the Rules and Regulations; and (3) the realization of the purpose of Teacher Corps as authorized in legislative law under Title V.

IV. GLOSSARY

Behavioral Contract: An agreement to perform specified behaviors, such as producing a report, for specific consequences, such as a letter grade.

Community-based Education: A key feature in Teacher Corps Projects which implies community involvement in the educational process, either by developing courses based on community needs, involving the community members in the teaching and governance of their schools, or opening the school facilities for community use.

Community-based facility: A community-based facility for adjudicated youth, for example, is a residence used as a day and residential alternative to a correctional institution. In community based facilities, youth who have been in contact with the justice system are participants in educational and work programs. They may live at the facility in groups with counselors and/or "teaching parents", i.e., couples who live with, counsel, and teach the youth. Community-based facilities are usually located in a residential or residential/commercial area.

Competency-based Teacher Education: A teacher-training model in which specific teaching behaviors serve as guidelines for preparation and supervision of pre- and inservice teachers.

Field-based course: A course or class delivered at the site where the participants are employed.

Johari Window: A self-disclosure and feedback model typically used in human relations and group processes training programs to illustrate concepts of soliciting and giving feedback.

Local Educational Agency (LEA): The school district which is participating in the Teacher Corps Project. This is a general term which represents all the school sites within the participating district.

Institution of Higher Education (IHE): The university or college with a teacher preparation program participating in the personnel development component of a Teacher Corps Project.

Make-work programs: Programs directed at the employment of youth for a short period of time, with no plan to continue or place employees in similar or related jobs once the positions have been terminated.

Multicultural Education or Education that is Multicultural: A philosophy of education which states that educational policies and practices should consider and reflect the variety of cultural groups represented by students in American schools. Recently the term has been rotated to emphasize an active application.

Secondary schools: Those schools in which preadolescents and adolescents are students, specifically junior and senior high schools.

School Improvement Team (SIT): A group of people representing role groups involved in education in schools, i.e., counselors, teachers, principals, students, and parents. This group meets regularly to identify areas of need in school policies and procedures such as curriculum revision, discipline policy, or teacher training. It is trained to apply the resources it has to meet these needs.

Team teaching: A practice of cooperative planning and instruction by two or more teachers for a particular subject or for an interdisciplinary curriculum.

Token Economy: The use of symbols, i.e., tokens, candy, money, or social symbols (praise), as rewards for appropriate behavior.

Youth Advocacy: The philosophy and practice of preparing personnel and institutions to handle problems of youth while enhancing their opportunities for development.